



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2615 S. Dorsey Ln., Tempe, AZ 85282

Tempe School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Highly Performing  
2004-05 Highly Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mr. Howard Oechsner  
Schedule : 08:00 AM to 04:00 PM  
Grades : K-5  
Web Address : [www.tempeschools.org/schools/emeyer.ht](http://www.tempeschools.org/schools/emeyer.ht)  
Phone Number : (480) 829-8002  
Fax Number : (480) 829-6561  
E-mail : [howard@tempeschools.org](mailto:howard@tempeschools.org)

### Mission

VISION: A community of learners achieving excellence in a safe and secure environment.

MISSION: To provide an enriched environment in which community, parents, staff, and students strive for the success of all children.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

- ü At least 85% of kindergarten through third grade students will reach the benchmark level in DIBELS reading assessments.
- ü All 3-5 students will show appropriate grade-level growth as measured by NWEA RIT scores.

### Enrollment

October 1, 2005 School Year Student Enrollment : 420  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 179

## Instructional Programs

- Ü Integrated Learning
- Ü Accelerated Reader
- Ü Full-day Kindergarten
- Ü On-site Special Education
- Ü Full Music Program: Band, Choir, Orch
- Ü On Site Gifted Program
- Ü Computer Lab

## Calendar Information

Number of Instruction Days :	178
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

Meyer School assures a safe and enjoyable learning environment where students are guided to achieve their highest potential using a curriculum based on the Arizona Academic Standards. In addition to teaching academics, the Meyer staff teaches children to be ethical decision makers using the six pillars of the Character Counts! program. Parents receive regular communications to keep them informed of their child's progress and events occurring at the school.

### Parents

Meyer School expects that parents will send their students to school every day, on time, and prepared. This includes providing proper clothing and nourishment, assisting students with daily homework, and supporting school dress and behavior codes.

## Transportation Policy

We follow a district-wide policy on busing safety and behavior. Violations of district policies are referred to the school for corrective or disciplinary action. Busing boundaries for our school are established and approved by the Governing Board.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Diablos Excellence in Ed. Award - Grade 5	2005
Ü Two National Board Certified Teachers	2004
Ü Diablos Excellence in Ed. Award--Grade 3	2004
Ü Diablos Excellence in Ed. Award--Grade K/1	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	1503	80010	100	100	99	441	439	447	5	12	10	31	22	18	51	52	53	13	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	735	38935	100	100	99	437	438	447	7	12	9	25	22	19	57	53	55	11	13	17
Male	27	768	40974	100	100	98	447	440	448	4	12	11	37	22	18	44	51	52	15	15	19
African American	NC	190	4201	NC	100	99	NC	426	430	NC	14	17	NC	28	23	NC	54	51	NC	4	9
Hispanic	13	723	34545	100	100	99	441	430	432	NA	14	14	46	26	24	38	52	53	15	8	9
Asian/Pacific Islander	NC	44	2068	NC	100	99	NC	460	474	NC	11	4	NC	9	10	NC	59	50	NC	20	36
American Indian/Alaskan Native	NC	131	3979	NC	99	96	NC	421	424	NC	18	17	NC	31	30	NC	47	47	NC	5	6
White	32	414	35142	100	100	99	450	465	465	3	5	5	19	12	11	63	53	56	16	31	28
Students with Disabilities	NC	256	10161	NC	100	93	NC	419	419	NC	29	28	NC	29	28	NC	32	36	NC	10	8
Students without Disabilities	46	1247	69849	100	100	100	441	443	451	4	8	7	30	21	17	52	56	56	13	14	19
Limited English Proficient Students	NC	262	14013	NC	100	97	NC	409	413	NC	24	24	NC	38	34	NC	35	39	NC	2	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	32	1056	39029	100	100	98	436	428	432	9	15	14	38	27	25	41	52	52	13	7	9
Non-Economically Disadvantaged	23	447	40981	100	100	100	449	466	462	NA	5	6	22	11	13	65	54	54	13	30	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	1494	79438	100	100	98	447	443	451	5	11	9	29	29	24	60	52	56	5	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	731	38775	100	99	99	451	449	457	NA	8	7	29	27	22	68	56	58	4	9	13
Male	27	763	40560	100	100	97	443	439	446	11	14	12	30	30	25	52	49	54	7	7	9
African American	NC	188	4178	NC	100	98	NC	435	439	NC	12	13	NC	34	29	NC	51	52	NC	3	6
Hispanic	13	717	34297	100	99	98	446	434	434	8	14	14	38	33	31	46	50	50	8	4	5
Asian/Pacific Islander	NC	44	2063	NC	100	99	NC	459	475	NC	5	3	NC	18	15	NC	70	63	NC	7	20
American Indian/Alaskan Native	NC	131	3940	NC	99	95	NC	422	429	NC	21	14	NC	33	36	NC	46	47	NC	1	3
White	32	413	34887	100	100	98	457	468	471	3	5	4	19	19	15	72	58	63	6	18	18
Students with Disabilities	NC	250	9588	NC	98	88	NC	413	416	NC	31	30	NC	31	32	NC	34	34	NC	4	5
Students without Disabilities	46	1244	69850	100	100	100	446	449	456	4	7	7	28	28	23	63	56	59	4	8	12
Limited English Proficient Students	NC	257	13856	NC	98	96	NC	404	407	NC	28	27	NC	46	43	NC	26	29	NC	NA	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	32	1048	38685	100	99	97	438	432	435	9	14	14	38	33	32	50	50	50	3	3	5
Non-Economically Disadvantaged	23	446	40753	100	100	99	459	470	467	NA	5	5	17	17	16	74	59	62	9	19	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	1502	79971	98	100	99	427	424	423	6	9	8	50	38	41	43	48	49	2	5	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	735	38974	100	100	99	444	439	437	NA	6	5	46	32	33	50	55	57	4	7	4
Male	26	767	40895	96	100	98	407	408	410	12	12	10	54	44	47	35	42	41	NA	2	2
African American	NC	190	4203	NC	100	99	NC	416	411	NC	8	11	NC	44	45	NC	46	43	NC	2	2
Hispanic	13	720	34481	100	99	99	445	418	410	NA	10	10	54	40	46	46	47	43	NA	3	1
Asian/Pacific Islander	NC	44	2067	NC	100	99	NC	449	449	NC	5	4	NC	25	28	NC	55	60	NC	16	8
American Indian/Alaskan Native	NC	131	3995	NC	99	96	NC	405	409	NC	14	10	NC	40	47	NC	42	42	NC	4	1
White	31	416	35150	97	100	99	428	440	437	6	5	5	48	34	35	42	53	56	3	8	5
Students with Disabilities	NC	258	10258	NC	100	94	NC	372	377	NC	23	23	NC	52	51	NC	23	25	NC	3	1
Students without Disabilities	45	1244	69713	98	100	100	432	434	429	4	6	5	47	36	39	49	53	52	NA	5	3
Limited English Proficient Students	NC	261	13985	NC	100	97	NC	375	382	NC	24	18	NC	50	54	NC	26	27	NC	1	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	31	1054	38994	97	99	98	428	414	409	3	10	10	55	42	47	42	45	41	NA	2	1
Non-Economically Disadvantaged	23	448	40977	100	100	100	426	445	437	9	6	5	43	29	34	43	55	56	4	11	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1609	80147	100	100	99	482	476	482	10	12	11	17	21	17	46	45	49	27	22	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	824	39281	100	100	99	477	476	483	15	12	9	18	21	17	39	44	50	27	22	24
Male	37	785	40780	100	100	98	486	475	482	5	12	12	16	21	17	51	46	48	27	21	24
African American	17	170	4249	100	99	99	483	464	464	NA	16	17	18	21	22	65	52	48	18	12	13
Hispanic	19	779	33494	100	100	99	476	468	466	16	13	15	21	25	23	37	46	49	26	16	14
Asian/Pacific Islander	--	45	2103	--	100	99	--	495	515	--	9	4	--	13	8	--	42	44	--	36	45
American Indian/Alaskan Native	NC	151	4117	NC	100	96	NC	455	456	NC	20	19	NC	26	27	NC	44	46	NC	9	8
White	28	464	36122	100	100	99	490	498	501	7	8	5	14	13	10	43	41	50	36	37	35
Students with Disabilities	NC	243	10295	NC	99	92	NC	434	443	NC	40	33	NC	29	26	NC	23	33	NC	9	8
Students without Disabilities	62	1366	69852	100	100	100	487	483	488	8	8	7	13	19	16	50	49	51	29	24	26
Limited English Proficient Students	NC	319	12722	NC	100	97	NC	438	441	NC	27	27	NC	36	33	NC	32	37	NC	5	3
Migrant Students	--	NC	622	--	NC	97	--	NC	454	--	NC	19	--	NC	30	--	NC	43	--	NC	8
Economically Disadvantaged	45	1141	38371	100	100	97	469	464	465	13	16	15	22	25	23	44	45	49	20	15	13
Non-Economically Disadvantaged	25	468	41776	100	100	100	506	503	498	4	5	6	8	12	11	48	45	49	40	38	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1601	79686	100	99	98	474	463	470	10	14	11	24	27	24	56	52	57	10	7	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	819	39163	100	99	99	477	470	475	12	11	9	18	23	22	58	56	60	12	9	10
Male	37	782	40438	100	99	97	471	457	465	8	16	13	30	30	25	54	48	54	8	6	7
African American	17	168	4228	100	98	98	482	461	458	6	13	15	12	27	28	76	57	53	6	3	4
Hispanic	19	773	33299	100	99	98	460	454	452	21	16	17	26	32	32	42	47	47	11	5	3
Asian/Pacific Islander	--	45	2097	--	100	99	--	472	490	--	13	5	--	22	13	--	51	68	--	13	14
American Indian/Alaskan Native	NC	152	4087	NC	100	96	NC	447	446	NC	20	16	NC	32	38	NC	45	44	NC	3	2
White	28	463	35914	100	100	98	484	484	489	7	8	5	25	15	15	54	62	67	14	14	14
Students with Disabilities	NC	239	9808	NC	98	87	NC	420	432	NC	47	35	NC	28	32	NC	23	30	NC	2	3
Students without Disabilities	62	1362	69878	100	99	100	479	471	475	6	8	8	23	26	23	60	57	61	11	8	9
Limited English Proficient Students	NC	314	12594	NC	98	96	NC	419	422	NC	36	34	NC	46	45	NC	18	21	NC	0	0
Migrant Students	--	NC	611	--	NC	95	--	NC	439	--	NC	22	--	NC	39	--	NC	37	--	NC	2
Economically Disadvantaged	45	1134	38095	100	99	97	465	452	452	13	18	17	29	31	32	49	46	48	9	5	3
Non-Economically Disadvantaged	25	467	41591	100	100	99	490	490	486	4	4	6	16	16	16	68	67	65	12	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	70	1606	80372	100	100	99	475	475	475	4	4	4	26	32	30	70	62	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	823	39452	100	100	99	487	489	488	3	3	3	21	22	22	76	72	72	NA	3	3
Male	37	783	40836	100	99	98	464	459	464	5	6	6	30	42	37	65	51	56	NA	1	1
African American	17	168	4264	100	98	99	489	473	465	NA	3	5	18	37	35	82	59	59	NA	1	1
Hispanic	19	779	33608	100	100	99	462	468	462	11	6	6	32	35	36	58	58	57	NA	1	1
Asian/Pacific Islander	--	45	2098	--	100	99	--	493	500	--	2	2	--	20	16	--	76	75	--	2	7
American Indian/Alaskan Native	NC	152	4128	NC	100	97	NC	467	464	NC	3	4	NC	38	39	NC	59	56	NC	NA	1
White	28	462	36213	100	99	99	480	487	489	4	4	2	18	23	22	79	69	72	NA	4	3
Students with Disabilities	NC	242	10526	NC	99	94	NC	421	427	NC	18	15	NC	56	53	NC	26	31	NC	NA	1
Students without Disabilities	62	1364	69846	100	100	100	483	484	482	2	2	3	23	27	26	76	69	69	NA	2	2
Limited English Proficient Students	NC	318	12747	NC	99	97	NC	439	432	NC	11	12	NC	51	52	NC	38	36	NC	0	0
Migrant Students	--	NC	621	--	NC	97	--	NC	452	--	NC	9	--	NC	40	--	NC	51	--	NC	0
Economically Disadvantaged	45	1138	38521	100	99	98	469	466	461	7	5	6	31	37	38	62	56	55	NA	1	1
Non-Economically Disadvantaged	25	468	41851	100	100	100	486	496	489	NA	2	3	16	18	22	84	77	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	1433	79306	100	100	99	506	500	504	10	14	13	19	21	20	51	48	49	19	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	691	38845	100	100	99	507	499	505	8	14	11	15	21	20	62	50	50	15	15	18
Male	38	742	40383	100	100	98	506	502	504	13	14	14	24	21	19	39	46	47	24	18	19
African American	NC	155	4171	NC	100	98	NC	481	485	NC	23	20	NC	25	26	NC	45	44	NC	7	10
Hispanic	31	661	32673	100	100	99	492	490	487	13	15	18	26	25	25	48	50	46	13	9	10
Asian/Pacific Islander	NC	54	2147	NC	100	99	NC	535	539	NC	7	5	NC	15	10	NC	41	46	NC	37	40
American Indian/Alaskan Native	NC	114	4034	NC	100	97	NC	482	479	NC	18	22	NC	32	29	NC	39	43	NC	11	7
White	32	449	36234	100	100	99	524	522	523	6	8	6	13	12	13	50	49	52	31	31	28
Students with Disabilities	11	258	10286	100	100	91	461	461	462	36	42	41	36	29	27	18	24	27	9	6	5
Students without Disabilities	66	1175	69020	100	100	100	513	509	510	6	8	9	17	20	18	56	53	52	21	19	21
Limited English Proficient Students	NC	264	10291	NC	100	96	NC	465	458	NC	30	38	NC	37	34	NC	30	26	NC	3	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	41	985	37437	100	100	97	489	488	486	15	17	19	27	26	26	49	48	46	10	9	9
Non-Economically Disadvantaged	36	448	41869	100	100	100	526	528	521	6	6	7	11	11	14	53	47	51	31	35	27

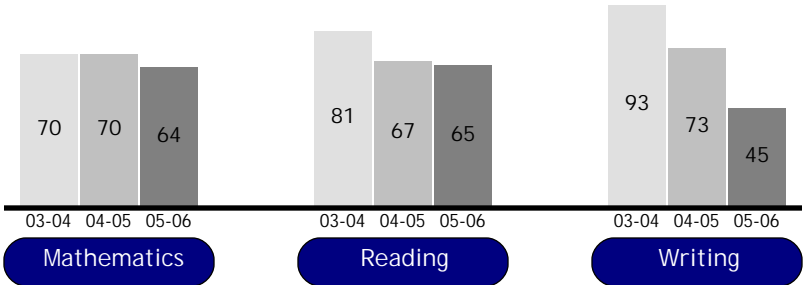
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	1423	79000	100	99	98	492	484	489	6	10	10	25	26	24	64	58	58	5	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	687	38774	100	99	99	502	488	494	5	8	7	15	23	22	74	61	61	5	8	10
Male	38	736	40150	100	100	98	482	481	485	8	12	12	34	28	25	53	55	55	5	5	8
African American	NC	154	4153	NC	100	98	NC	472	476	NC	15	13	NC	31	30	NC	52	53	NC	3	4
Hispanic	31	653	32508	100	99	98	478	473	472	10	12	15	29	30	33	61	56	49	NA	1	3
Asian/Pacific Islander	NC	54	2142	NC	100	99	NC	497	510	NC	11	4	NC	20	14	NC	56	67	NC	13	16
American Indian/Alaskan Native	NC	114	4016	NC	100	96	NC	470	467	NC	11	14	NC	39	37	NC	44	46	NC	5	2
White	32	448	36135	100	100	98	513	507	508	3	4	4	13	15	14	75	66	67	9	15	15
Students with Disabilities	11	248	9991	100	97	88	437	448	449	36	33	33	36	40	36	18	25	29	9	3	2
Students without Disabilities	66	1175	69009	100	100	100	500	492	495	2	5	6	23	23	22	71	65	62	5	7	10
Limited English Proficient Students	NC	259	10199	NC	98	95	NC	445	439	NC	27	35	NC	47	47	NC	25	18	NC	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	41	977	37234	100	99	97	470	474	472	12	13	15	29	30	33	59	55	50	NA	2	3
Non-Economically Disadvantaged	36	446	41766	100	100	99	518	508	505	NA	4	5	19	16	16	69	63	65	11	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	1430	79611	100	100	99	490	492	496	8	8	7	44	39	37	48	52	56	NA	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	39	689	39016	100	100	99	510	507	511	3	4	4	36	32	29	62	62	66	NA	1	1
Male	38	741	40519	100	100	98	469	477	482	13	11	10	53	46	44	34	43	46	NA	1	0
African American	NC	155	4188	NC	100	98	NC	483	486	NC	9	9	NC	45	40	NC	46	50	NC	1	0
Hispanic	31	660	32855	100	100	99	484	484	481	10	9	10	48	41	43	42	49	47	NA	0	0
Asian/Pacific Islander	NC	54	2149	NC	100	100	NC	494	519	NC	13	4	NC	22	24	NC	63	70	NC	2	2
American Indian/Alaskan Native	NC	113	3992	NC	99	96	NC	487	478	NC	4	10	NC	47	46	NC	49	44	NC	NA	0
White	32	448	36380	100	100	99	501	507	511	3	5	4	44	35	30	53	58	65	NA	2	1
Students with Disabilities	11	257	10664	100	100	94	385	438	440	45	23	23	45	58	54	9	19	22	NA	0	1
Students without Disabilities	66	1173	68947	100	100	100	504	503	504	2	4	4	44	35	34	55	60	61	NA	1	1
Limited English Proficient Students	NC	265	10362	NC	100	97	NC	443	438	NC	20	22	NC	56	57	NC	24	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	41	983	37626	100	100	98	472	482	479	12	9	10	51	43	45	37	48	45	NA	0	0
Non-Economically Disadvantaged	36	447	41985	100	100	100	510	512	511	3	4	4	36	31	30	61	62	65	NA	2	1

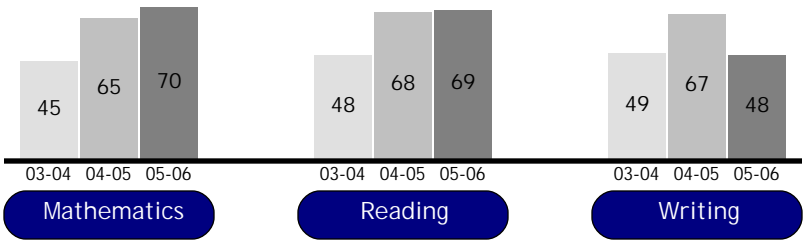
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	94	56	NA	58	95	55	41	47	98	41	41	46
	Language	93	53	44	50	95	50	39	47	98	39	39	48
	Mathematics	96	50	57	64	97	50	44	50	98	44	41	52
3	Reading	94	58	NA	55	94	50	41	44	96	50	41	46
	Language	96	60	54	61	94	48	40	44	96	52	39	46
	Mathematics	94	61	54	61	94	57	46	51	96	54	46	52
4	Reading	98	62	NA	56	96	55	43	48	97	50	44	52
	Language	100	54	45	52	96	56	45	49	97	46	46	52
	Mathematics	98	58	51	61	96	61	48	53	97	54	52	58
5	Reading	98	49	NA	55	98	48	46	50	97	58	52	56
	Language	100	46	43	49	98	50	45	50	97	50	48	54
	Mathematics	97	65	59	63	100	48	45	49	97	50	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



### School Site Council

#### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 6 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

#### Council Duties

- Ü Plan and monitor Title I expenditures
- Ü Help establish and monitor school goals
- Ü Plan and monitor Tax Credit expenditures
- Ü Plan and monitor budget for Frys' monies
- Ü Support educational programs

### Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	2.20	Teacher Aide	5.00

### Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	3	0	0
4 to 6 years	3	0	0	0
7 to 9 years	1	1	0	0
10 or more years	2	14	0	2

### Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	24
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

### Resources Available at School Site

#### Special Facilities

- Ü Macintosh iMac Computer Lab
- Ü Library Holding Over 10,000 Volumes
- Ü Band and Orchestra Rooms
- Ü Multipurpose Bldg (Gym, Cafe., Aud.)

#### Extracurricular Activities

- Ü Drama Program
- Ü After-school Tutoring
- Ü Band, Chorus, and Orchestra
- Ü Numerous After School Clubs
- Ü Student Council

#### Social Services

- Ü Before and After School Child Care
- Ü Breakfast and Lunch Programs
- Ü Counseling Services
- Ü Character Education Classes

## Indicators of Success Based on Historical Data from 2005-06

## School Achievements/Accomplishments 2005-06

- ü The school has worked with the PTA and the Site Council to fully implement the Accelerated Reader Program in grades one through five.
- ü Large percentage of faculty have completed extensive training in Discipline-Based Art Education, Multiple Intelligences training, and English Language Learning classes.

## Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have programs and staff training in place to ensure a safe and healthy learning environment.

School counselors and teachers provide direct instruction on violence prevention using the U.S. Department of Education Exemplary Program "Second Step."

Other programs to support safe schools include "Project Alert" and "Olweus Bullying Prevention Program."

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0
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The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Howard J. Oechsner	(480) 829-8002
Transportation Policy	Paul Novak	(480) 350-9006
Community Resources	Veronica Galaz	(480) 829-8002
School Nutrition Programs	Barbaa Savastio	(480) 774-2124
Parent Organization	Isela Blanc, PTA President	(480) 829-8002
Student Health/Nurse	Patricia Lamb	(480) 829-8002

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.